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ABSTRACT

Reciprocal teaching, a method of teaching first language reading comprehension, is explained and three distinct applications of the method and materials in second language instruction are described. Reciprocal teaching is viewed as a three-level hierarchy of components and strategies, reflected in the organization of materials and activities. The first section describes the original version of reciprocal teaching theory and research, presents a rationale for adapting original activities and materials for second language instruction, presents two hypotheses emerging from use of the technique in second language classrooms, and offers teachers suggestions for their own classroom use. The next two sections present activities and materials designed to develop the components at the first and second levels of the hierarchy, respectively. At the first level these include: using multiple labels for concepts; producing superordinate terms; and deleting unimportant facts. At the second level, it includes: identifying topic sentences; paraphrasing; and inventing topic sentences. Section four presents three examples of adaptations of the method in: (1) three intermediate Spanish classes, (2) a pull-out remedial class, and (3) teacher training. Materials used in the three applications are appended. (MSE)

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ED 370 354

ACTIVITIES AND MATERIALS FOR IMPLEMENTING ADAPTED VERSIONS OF RECIPROCAL TEACHING IN BEGINNING, INTERMEDIATE, AND ADVANCED LEVELS OF INSTRUCTION IN ENGLISH, SPANISH, AND FRENCH AS A SECOND/FOREIGN LANGUAGE

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Running head: MATERIALS FOR ADAPTATIONS OF RECIPROCAL TEACHING

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ABSTRACT: A method of teaching reading comprehension called Reciprocal Teaching conceived by Palincsar and Brown is favorably reviewed by researchers and used by teachers in helping students to read in their first language. The purpose of this monograph is to offer second language teachers adaptations of the original technique so that second language learners also can benefit from this technique. In this monograph we provide examples of activities and materials teachers can use to implement adapted versions of Reciprocal Teaching in beginning, intermediate, and advanced classes of second language instruction. The authors view Reciprocal Teaching in second language contexts as consisting of a three-level hierarchy of components and strategies. This hierarchy is reflected in the organization of activities and materials of this monograph. Section One of the monograph: (1) describes the original version of Reciprocal Teaching and provides theory and research

underlying the technique conceived by Palincsar and Brown; (2) presents our rationale for developing adapted activities and materials of the original version of Reciprocal Teaching for second-language teachers; (3) presents two hypotheses that emerged from our use of the technique in second-language classrooms; and (4) offers teachers suggestions on how to use this monograph. Section Two presents activities and materials designed to develop the components in the first level of the hierarchy: (1) using multiple labels for concepts; (2) producing superordinate terms; and (3) deleting unimportant information. Section Three presents activities and material to teach the components of the second level of the hierarchy: (1) identifying topic sentences; (2) paraphrasing; and (3) inventing topic sentences. Section Four presents three exemplars of adaptations of Palincsar and Brown's Reciprocal Teaching: (1) one used in three intermediate Spanish classes; (2) a second used in a pull-out remedial ESL class; and (3) a third used to train teachers to use Reciprocal Teaching. Also included in this section are recommendations and limitations. Section Five presents appendices of materials used in the three different adaptations listed above.

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SECTION 1

INTRODUCTION

1.1 RECIPROCAL TEACHING

1.1.1 DESCRIPTION OF THE TECHNIQUE

Reciprocal Teaching is a method of teaching reading comprehension in which a teacher and students take turns leading a dialogue whose purpose is to construct meaning of a text. The dialogue unfolds in the following manner. First, the teacher: **(1)** raises background knowledge (e.g. asks students to predict what the reading will be about based upon the title); **(2)** asks students to read the first paragraph silently; **(3)** formulates a main idea question and a summary for the first paragraph; **(4)** clarifies any unintelligible passages; and **(5)** if there are clues to its content, predicts what the next paragraph will be about. Secondly, the teacher designates a student to take the teacher role and to perform the five activities listed above for the next paragraph. The teacher scaffolds the student's performance. That student, in turn, designates another student to take the teacher role for the next paragraph, and so the process continues until the group has figured out the meaning of all of the paragraphs of the reading passage.

What unfolds in the classroom with this technique is not a set, predictable sequence of daily behaviors on the part of the teacher, but rather a progression of behaviors by both students and teacher whose performances and roles change over time. The teacher, as facilitator, changes roles from modeler to motivator, scaffolder, constructive critic, positive reinforcer, and observer. These roles are adaptive to individual students and they are recursive depending upon the situation. The students change roles from observer to listener, tentative imitator, active

participator, and full, autonomous monitor and evaluator of their own comprehension.

A typical progression could involve the following four stages of development: On the first day, when some students are asked to take the teacher role, they might be unable to construct a question and a summary for the paragraph. In response to their silence, a teacher might construct a question and a summary for them, and thus model the elements. During the next few days, some students might: **(1)** produce a question based upon a detail in the paragraph; **(2)** formulate unclear or incomplete questions; and **(3)** still be unable to formulate a good question. To each of these situations, a teacher might: **(1)** direct the student back to the gist of the paragraph; **(2)** use what the student provided to formulate a better question; and **(3)** give the student hints on how to construct a good question. Students may have difficulties producing summaries as well. Some students might: **(1)** produce a summary consisting of verbatim phrases in the text; or **(2)** be unable to produce a summary. To each of these situations, a teacher might: **(1)** prompt the student to identify the gist of the paragraph, by asking "What is the focus of the paragraph?" or "Is that the most important information in the paragraph?" and **(2)** model a summary using elements produced by the student.

During the seventh, eighth, and ninth days, some students might: **(1)** begin to combine information in several sentences, but still form questions that focus upon a detail; or **(2)** produce some good summaries and some that need improvement. A teacher might respond to these productions by: **(1)** directing students to the focus of the paragraph; and **(2)** giving suggestions on how to improve the summaries. From the fifteenth to the twentieth days, some students will take on the teachers role and produce

invention questions for the main idea of their paragraph and summarize it in one brief sentence using their own words. At this stage, for these students, the teacher role is that of giving constructive feedback. (Appendix 5.1 organizes this information graphically) (Palincsar and Brown, 1984; Brown and Palincsar, 1987).

1.1.2.THEORY AND RESEARCH UNDERLYING RECIPROCAL TEACHING

In developing Reciprocal Teaching, Palincsar and Brown (1982, 1984, 1987) asked: What strategies would simultaneously promote comprehension, enable readers to assess how their comprehension was proceeding, and promote retention? What strategies would have both cognitive and metacognitive functions?

From a number of strategies, they selected the following four that have these multiple functions: **(1)** summarizing content; **(2)** formulating possible test (main idea) questions; **(3)** clarifying meaning; and **(4)** predicting later content. The researchers combined these four strategies into an instructional approach they called Reciprocal Teaching.

The notion of expertise is implicated in Reciprocal Teaching, but in a particular way. The researchers are not saying that the implementation of the four strategies is an on-line representation of what experts do when they read expository texts to answer test questions. What they are saying is that proficient readers have mastered these strategies and use them flexibly and appropriately when studying texts. The task itself is not a task experts perform. It is a task designed to enable novices to acquire strategies experts use automatically in reading and writing.

Reciprocal Teaching has been the focus of a long-term research project of Annemarie Palincsar and Ann Brown. This project is divided into: **(1)** Laboratory Studies, (Brown and Palincsar, 1982; Palincsar and Brown,

1984); (2) Comparative Studies, and (3) Real Classroom Studies (Palincsar and Brown, 1984; Brown and Palincsar, 1987.).

Palincsar was the adult teacher in the two Laboratory Studies. She interacted with students individually in the first study and with pairs of students in the second study. In both studies, the subjects were junior high school students who were average decoders, but two years or more delayed in their comprehension (Brown and Palincsar, 1987).

The second of the two studies included a baseline, training, maintenance, and follow up phase. The baseline phase consisted of assessing students' abilities to perform the four strategies; the training phase, of carrying out Reciprocal Teaching for twenty days; the maintenance and follow up phases, of seeing if students retained their acquired skills and if they could use them in other settings. Students' daily contributions to the dialogue and comprehension scores were recorded in the training phase. Students had difficulty taking the role of the dialogue leader during the first few days of the study; but later they did so more easily and by the end of the study, they were able to produce the four strategies.

While average seventh graders score 75% correct on the tests, the subjects in this study scored 40% correct in the baseline phase. In 12 days, five students improved to the level of normal seventh graders and the remaining student progressed from 10% to 50% correct. Students retained their improved performance in the maintenance sessions eight weeks after training, and follow-up sessions six months after training.

The student transfer of acquired skills was assessed in three contexts: to tasks in their regular classrooms (social studies and science); to laboratory transfer tasks; and to standardized tests. Students improved

from the 4th to 69th percentile on social studies tests and from the 25th to 68th percentile on science tests. They also transferred their skills to standardized tests and showed an average 15 month gain on the Gates-McGinitie standardized.(Brown and Palincsar, 1987).

The researchers conducted five comparative studies. The comparisons involved comparing Reciprocal Teaching to the following methods: (1) locating information, test taking, and a regular classroom instructional method; (2) modeling and explicit instruction in strategies; (3) modeling, Reciprocal Teaching and practice, and isolated skills practice, (4) explicit instruction in strategies, practice alone, and Reciprocal Teaching and scripted intervention; and (5) questioning only and summarizing and summarizing only (Palincsar and Brown, 1987).

Reciprocal Teaching more effectively increased the comprehension of poor readers to the level of normal seventh grade readers than did any of the other approaches listed above. Students showed improvement with these other approaches, but significantly less than with Reciprocal Teaching.

Following success in the laboratory under ideal conditions and a demonstrated superiority of the technique over other approaches, research was then carried out in real classrooms with volunteer, non-volunteer teachers, and peer tutors. Palincsar and Brown trained four experienced, volunteer teachers in Reciprocal Teaching to use it in their regular remedial classes of four or five students. Students performed as they had for the expert teacher, Palincsar. In three groups, students reached criterion (75% correct) in 15 days; in one group, in five days.

Six remedial reading teachers used Reciprocal Teaching in their classes of seven to fifteen students. Similar gains made by their students were

reported despite larger classes. Three teachers trained in the technique were asked to supervise nine student tutors assigned to 16 student tutees who were performing poorly on reading comprehension tests. Results revealed that peer tutoring promotes comprehension. With tutoring, the students brought their scores up to 70% correct, close to the improvement of students who worked with professional researchers.

1.2 OUR RATIONALE FOR DEVELOPING ADAPTED ACTIVITIES AND MATERIALS OF THE ORIGINAL VERSION OF RECIPROCAL TEACHING FOR SECOND LANGUAGE TEACHERS

Our position is that the assumptions embodied in Reciprocal Teaching are different from those underlying many techniques used in today's foreign/second language classrooms. One of the underlying assumptions of this technique is a premise of Vygotsky (1985); called "The Zone of Proximal Development", the distance between the level of performance a child can reach unaided and the level he can accomplish if scaffolded, i.e., assisted by someone more knowledgeable. This developmental theory proposes that children can achieve higher levels of performance if they have the necessary assistance as they progress in the acquisition of a skill. A second underlying assumption (also from Vygotsky) is the premise that the cognitive growth process is better carried out in a social setting which supports the individual's efforts. A third assumption of the technique is the premise that teaching includes a process of negotiation in which teacher and students dialogue with each other to arrive at meaning of a text.

This teaching technique uses Reciprocal Teaching's four strategies to help students make meaning through a systematic progression that is at once adaptive, supportive, and constructive. Although supported by a

teacher, it still demands students' best collaborative performance and that they take responsibility for their own and for each other's learning. In addition, Reciprocal Teaching is not critical, embarrassing, threatening, unfair, normative, dogmatic, or authoritarian.

We would like second language teachers to be aware of this technique because of its usefulness and effectiveness in improving students' reading comprehension. Given the success researchers had with the technique with L1 students, we decided to investigate whether we could use it successfully with second-language students. Our investigation was exploratory in nature; that is, we wanted to see how teachers, students and we ourselves would respond to the technique. The project consisted of using the technique in five environments: (1) an advanced group of teachers enrolled in our Master's program; (2) an inner city high school Spanish class; (3) a suburban junior high school French class; (4) an inner city community college remedial ESL pull-out class; and (5) an intermediate group of EFL students in Bolivia.

The results of this exploratory project indicated that Reciprocal Teaching needs to be modified to be used in all forementioned environments. Our modifications included: (1) recasting Reciprocal Teaching in a hierarchical structure, (2) increasing students' vocabulary, (3) varying grouping patterns, and (4) creating a variety of teaching techniques to implement it in a second/foreign language setting.

1.3 TWO HYPOTHESES THAT EMERGED FROM OUR USING RECIPROCAL TEACHING WITH SECOND LANGUAGE LEARNERS

Two guesses (hypotheses) emerged from our using Reciprocal Teaching in second language classrooms that we thought might solve some of the problems students had in performing Reciprocal Teaching. One hypo-

thesis, which we are calling the "Multiple Label Hypothesis", states that beginning second language learners would acquire second language vocabularies more rapidly if they learned multiple (rather than single) labels for old and new concepts they are trying to learn in the second language.

We hypothesize that second-language learners will store these multiple labels in memory making various connections and associations among them, and among other semantic networks, giving students more flexibility in retrieving words from long-term memory. "People do not form categories in memory on the basis of rules, but instead form them on the basis of perceived similarity relations that stem from the structure of development" (Medin, & Barsalou, 1987, p. 462). The internal structure of a category does not have clear-cut boundaries. Categories and/or semantic networks features overlap, i.e., members of a category share attributes with members of other categories (Rosch, 1978; Wittgenstein, 1953; Caplan, 1993). When students are unable to activate the label for a particular concept, instead of interrupting their flow of thought, they may be able to trigger another label that conveys a similar message and continue expressing themselves fluently in the second language. A multiple label approach to vocabulary teaching and learning could give students the ability to paraphrase a text in their own words and to write more freely with a variety of synonyms instead of repeating the same words over and over again.

Several authors have expressed second language learner's need for a more extensive vocabulary Grabe (1991), in a summary article of research in second language reading, states that our expectation for the amount of vocabulary second language learners need to read proficiently in a second

language is much lower than our expectation for proficient native language readers. Vocabulary estimates for natives is about 100,000 words; whereas that for second language readers is between 5,000-7,000 words. Dubin (1989) supports this position by describing how in trying to use authentic materials with adult second language readers, she discovered that her students lacked the vocabulary they needed to comprehend authentic texts.

Another hypothesis emerged from our work with second-language learners. This hypothesis "The Component-Incremental Approach" states that for second language learners, Reciprocal Teaching could be viewed as a hierarchical framework of essential components and strategies which should be introduced to students in a cyclical and ordered sequence. This hierarchy consists of three levels. In Level I, students can acquire the components of using multiple labels, providing superordinate terms, and deleting information. In Level II, they can acquire the components of identifying and generating topic sentences and paraphrasing. In Level III, many students should be able to participate in a modified version of Reciprocal Teaching.

As described in "An Adaptation of a Cognitive Apprenticeship Method to the Foreign/Second Language Classroom" by Hosenfeld, Cavour, and Bonk, (1993), other components not included here may also play a role in performing Reciprocal Teaching. However, we view the components listed above as essential to performing the four strategies.

We want to emphasize that ordering the components and teaching them incrementally to beginning and intermediate foreign/second language learners should enable them to successfully acquire the higher strategies of Reciprocal Teaching. We support students' acquisition of

these strategies within a cognitive apprenticeship framework including its philosophy, assumptions, and attitudinal stances of both teachers and learners (Hosenfeld, & Cavour, 1993).

We view the outcomes of working to acquire the components and strategies in this hierarchy as contributing to the learner's overall or general second language development. For example, a student who has multiple labels for concepts should interact more fluently in all four skills. A student who can derive the gist from texts, i.e., paraphrase their content in her own words, should write better reports; a student who can ask good main idea questions should better see the connections between reading and writing and learn new strategies to use in both skills.

The activities and materials presented in the following sections illustrate the kinds of material teachers can use to develop the components of Levels I and II and the strategies of Level III of the hierarchy.

1.4 SUGGESTIONS TO TEACHERS ON HOW TO USE THIS MONOGRAPH

We suggest that teachers read the entire introduction to the monograph. Then, several approaches are possible with the remaining material: **(1)** A teacher may wish to read only the Section that applies to her particular teaching situation, e.g., a language teacher who is teaching beginners might read only Section 2 that contains activities and materials designed for her students. **(2)** Another teacher may wish to use the material in the other sections as exemplars to guide her in developing her own material that fits her own textbook. **(3)** Another teacher may wish to experience the technique by using the readings and elements already developed in the Appendices. Then, if she decides to investigate the method further, she could select new, appropriate readings for her

students and begin developing her skill in producing the four strategies for those readings.

SECTION 2

ACTIVITIES AND MATERIALS DESIGNED TO DEVELOP THE COMPONENTS OF THE FIRST LEVEL OF THE HIERARCHY

2.1 USING MULTIPLE LABELS

2.1.1 ACTIVITY: REPEATING UNHEARD MESSAGES

2.1.1.1 Distribute copies of a dialogue to students in which one member tries to convey a message to another member who has difficulty hearing it.

2.1.1.2 Assign the role of one member of the dialogue to half of the students, the other role to the other half. Ask students to form dyads and to read the dialogue.

2.1.13 Ask students to develop their own dialogues in which one member has difficulty hearing a message conveyed by another member.

2.1.2 MATERIALS

2.1.2.1 English as a Second Language

2.1.2.1.1 MAKING AN APPOINTMENT

A potential client calls a lawyer on the phone to ask for an appointment. In the street outside the lawyer's window, a man with a drill is removing a section of a concrete sidewalk.

The Client: I would like to make an appointment to see you.

The Lawyer: You would like an accountant?

The Client: No. No. I would like to schedule a meeting with you.

The Lawyer: You want to send a greeting to me?

The Client: No. No. I want to arrange a consultation with you.

The Lawyer: You want to make a cancellation?

The Client: (Click. He hangs up muttering, Oh, forget it,. I will get another lawyer.)

2.1.2.1.2 DROPPING IN TO SEE YOU

A son calls his father asking if he can drop in to see him after school. The father's office is in the same building as the lawyer's office in the previous dialogue and the call comes in during the same afternoon when a workman is removing the concrete sidewalk.

The Son: I would like to drop in to see you.

The Father: You would like to meet me?

The Son: No. I would like to stop off after school.

The Father: You want me to come to school?

The Son: No. I want to come over after school.

The Father: You want to stay after school?

The Son: Oh forget it. I'll see you at home later.

2.1.2.2 Spanish

2.1.2.2.1 PRESENTACION DE ANA

En una fiesta con música rock muy fuerte.

Sergio: Pedro, ¡Ven te voy a presentar a Ana!

Pedro: ¿Qué dices? ¿Qué tengo manos de lana?

Sergio: No, no, quiero que conozcas a Ana.

Pedro: ¿Cuál macana?

Sergio: ¡Pero...! ¿Qué te pasa hombre? Sólo quiero que saludemos a Ana.

Pedro: ¡Rana! ¿Cuál rana?

2.1.2.2.2 HACER UNA CITA

Un cliente llama a la oficina de un abogado famoso para hacer una cita. Ese día el abogado esta haciendo lavar sus alfombras. Las aspiradoras hacen un ruido ensordecedor y la secretaria no puede escuchar casi nada.

Cliente: Quisiera hacer una cita.

Secretaria: ¿Qué? ¿Quién le invita?

Cliente: No, no. Deseo hacer una consulta legal.

Secretaria: Pero, ¿Quién lo insulta?

Cliente: No, no. Necesito reunirme con el licenciado para hablar de un problema.

Secretaria: ¿Cuál emblema?

Cliente: ¿Qué le pasa señorita? ¿Es acaso sorda?

Secretaria: ¿Gorda yo? Atrevido...

Cliente: (Cuelga en desaliento.)

2.1.3 ACTIVITY: MATCHING MULTIPLE LABELS

2.1.3.1 Reproduce the following grid on the board or on a transparency and cover each box with a piece of "post it" paper.

2.1.3.2 Ask a student to call out two coordinates (e.g. 1d and 3b). Remove the "post it" paper and ask the student to say if the words are double labels. If they are, and the student identifies them as such, the student scores a point and the words are left uncovered. Students continue to call out pairs of coordinates until the entire grid is uncovered. The student who scores the most points wins. (To simplify the task, number the "post it" papers 1-20.)

2.1.4 MATERIALS

2.1.4.1 Spanish

	1	2	3	4
a	libro	cuaderno	pupítre	bolígrafo
b	goma	mochila	tablero	deber
c	pizarra	tarea	borrador	hoja
d	papel	puntabola	texto	amigo
e	bolsa	mesa	compañero	carpeta

2.1.5 ACTIVITY: SEEK YOUR GROUP

2.1.5.1 Prepare one card for each of the following:

(1) Functions Accepter une invitation, Refuser une demande,

Attirer l'attention de quelqu'un, and Faire la coinnaissance de quelqu'un. Note that these are just examples, create different ones as needed.

(2) Multiple Labels:

-Mais Oui, Bien Sur, and Oui

-Pas du tout, Non, and Mais Non

-Tiens, Eh, and Dis Donc. If you liked to make the conversation formal, use Pardon, Monsieur; Excusez moi Madamoiselle, Pardon, Madame

-Enchantee, Je suis heureux(se) de faire votre connaissance, Ravi(e) de vous connaitre.

2.1.5.2 Write each function and multiple label on a separate card. Distribute one card to each student. Ask students who have the cards with labels with the same meaning to find each other. Then ask students who have found each other (and who now form a group) to find the appropriate function. For example, students who have labels for yes (Mais Oui; Bien Sur; and Oui.) must find the student who holds the card upon which is written "Accepter une invitation."

2.1.5.3 Role-play may be appropriate at this point.

2.2 SUPERORDINATING

2.2.1 ACTIVITY: FOLLOWING DIRECTIONS

2.2.1.1 Give step-by-step directions to one student, e.g., Teacher: Put your book on the desk, stand up, move one step to your right/ left, walk three steps to the front, turn right, walk five steps, turn left, walk ten steps, touch the door, touch the knob, turn the knob to the right, pull the door towards you and walk out into the hall.

2.2.1.2 Ask another student to give the superordinate term, e.g., She left the room.

2.2.1.3 Ask another student to give step-by-step directions and ask that student to designate a student to give the superodinate term.

2.2.1.4 Continue the activity with five or six students.

2.2.2 ACTIVITY: LA BOLSA DE INSTRUCCIONES

2.2.2.1 Bring to class a bag of slips of paper with a series of step-by-step commands written upon them.

2.2.2.2 Divide the class into groups of four or five students.

2.2.2.3 Designate one student to come to the front of the class to pick out and read one slip of paper from the bag. Ask a member of one of the other groups to provide a superordinate term for the series of commands.

2.2.2.4 If the student gives the correct superordinate term, she scores a point for her group. She then goes to the front of the room and selects another slip of paper and the process continues. The group with the most points wins.

2.2.3 MATERIALS

2.2.3.1 Spanish

Student 1: En la mañana oigo el despertador, abro mis ojos, me destapo, saco el pie derecho fuera de la cama y después el pie izquíerdo, me impulso con mis brazos y me siento, me pongo mis pantuflas y me paro.

Student 2: Se levanta de la cama.

Student 1: Todos los sábados por la tarde, Sandra y Mónica van a la Galería. Van directo a la boletería, sacan doce dólares de sus billeteras y compran dos entradas para ver la película de a semana. Hoy ellas quieren ver "The Fugitive".

Student 2: Van al cine los sábados.

Student1: Pedro, tú y yo tenemos hambre. Cogemos dos rebanadas de pan molde, les untamos mantequilla de maní y jalea de frutillas.

Student 2: Preparamos un emparedado.

Student 1: En las tardes después del colegio, me voy a mi dormitorio, me echo en el diván. Escojo una de las cintas de Bobbie Brown, abro la casetera de mi grabadora pórtatil, pongo el casete, cierro la casetera, me pongo mis audífonos y apreto el botón de prendido "play".

Student 2: Escucha música or descansa escuchando música.

If you would like this activity to be more challenging for your students or for more advanced classes, you may use longer passages like the following:

Student 1: Todas las mañanas en cuanto suena el despertador abro mis ojos, pero me es muy difícil salir de la cama. Me destapo y me vuelvo a tapar. Tengo que ir al colegio, tengo que levantarme. Me destapo y saco el pie derecho fuera de la cama, me

arrastro un poquito hacia la orilla y saco el pie izquierdo. ¡Qué frío!. Con mucha pereza y muy dormido todavía me impulso con mis brazos, bostezo y muevo mi cabeza de un lado al otro. Mis ojos no pueden abrirse. Finalmente me paro y veo la hora y me doy cuenta que sólo tengo diez minutos para llegar a la parada del bus.

Student 2: Le cuesta levantarse en las mañanas.

2.2.4 ACTIVITY: GETTING TO KNOW YOU

2.2.4.1 On separate slips of paper, write the names of three sports, games, musical instruments, titles of current movies or books. Distribute the slips of paper to students.

2.2.4.2 Ask a student to walk up to another student and to read her list and to ask a question using a superordinate term for the list of items. If the student asks an appropriate question, she remains standing. If she cannot, she must sit down. The student(s) who remain(s) standing at the end is (are) the winner(s).

2.2.5 MATERIALS

2.2.5.1 French

Jean: Le hockey, le baseball, et le volleyball.

Marc: Quels sports practiquez-vous?

Sylvie: Les dames, le jacquet, et le bridge.

Marc: Quels jeux aimez-vous?

Paul: La trompete, le tuba, et le piano.

Marc: Quels instruments jouez-vous?

2.2.5.2 Spanish

Teresa: Tenis, fútbol y natación

Marcos: ¿Qué deportes te gustan?

Carla: Canasta, loba y uno.

Marcos: ¿Qué juegos de cartas te gustan?

Daniel: Oboe, flauta dulce y clarinete

Marcos: ¿Qué instrumentos musicales tocas?

2.3 DELETING

2.3.1 ACTIVITY: SENDING A TELEGRAM

2.3.1.1 Create a setting where students role play teenagers who wish to write a telegram to a popular rock band that is coming to town.

2.3.1.2 Ask students to brainstorm about what the teenagers want to tell the band members. Write everything they say on the board.

2.3.1.3 Tell them that they have only 30 dollars to spend on the telegram. Each word costs $2.00, so they must decide what 15 words they want to include in the message.

2.3.2 ACTIVITY: LEARNING EXPERIENCE APPROACH (LEA)

2.3.2.1 Use LEA to develop a text on the board on a selected topic, e.g., eating in the cafeteria. Among the sentences you write on the board, include several that are redundant; that is, that repeat information.

2.3.2.2 Engage students in the following dialogue: "Are there any sentences we could cross out without losing information?" "Why can we delete the sentences?"

2.3.2.3 VARIATION: Write a composition on the board on a different topic; e.g., going to the movies. Include several sentences that contain trivial (unimportant) information. Engage students in the following dialogue: "Are there any sentences we could cross out without losing important meaning in the passage?" "Why can we delete the sentences?"

2.3.3 ACTIVITY: DESCRIBING CELEBRITIES

2.3.3.1 Display a picture of a celebrity. On an overhead, project a paragraph describing that celebrity. In the description, include extraneous information.

2.3.3.2 Ask students to eliminate the extraneous (superfluous) information and cross it out on the transparency.

2.3.3.3 Repeat the procedure with several other pictures of celebrities.

2.3.4 ACTIVITY: EDITING NEWS COPY

2.3.4.1 Cut out 6-10 sentence paragraphs from magazines or newspapers.

2.3.4.2 Divide the class into pairs or small groups. Tell students to take the role of editors of the magazine or newspaper and to reduce the paragraph by half. Remind students that they must retain the essence of the paragraph.

SECTION 3

ACTIVITIES AND MATERIALS DESIGNED TO DEVELOP THE COMPONENTS OF THE SECOND LEVEL OF THE HIERARCHY

3.1 IDENTIFYING TOPIC SENTENCES

3.1.1 ACTIVITY: SELECTING AN APPROPRIATE TOPIC SENTENCE

3.1.1.1 Select a brief paragraph, type each sentence on a separate line, and cut the sentences.

3.1.1.2 Take out the topic sentence of each paragraph.

3.1.1.3 Distribute copies of the remaining sentence strips to students who are divided into groups of four or five.

3.1.14 Ask students to reassemble the paragraphs.

3.1.1.5 Display the four topic sentences on the board. Ask each group to find the topic sentence that goes with their paragraph.

3.1.1.6 Ask students first to discuss among themselves and then to share with the class any differences they notice between paragraphs with and without topic sentences.

3.2 PARAPHRASING

3.2.1 ACTIVITY: PROVERBS

3.2.1.1 Divide the class into groups of four or five students and give each group a couple of proverbs/ idioms.

3.2.1.2 Ask each group to compose the best paraphrase of the proverb or idiom; write their paraphrases on a transparency and present them to the class for discussion.

3.2.2 MATERIALS

3.2.2.1 Spanish

(1) Refranes:

Quien mal anda, mal acaba.

Perro que ladra no muerde

El tiempo es oro.

Al que madruga, Dios ayuda.

Más vale pájaro en mano que cientos volando

Dime con quien andas, te diré quien eres.

(2) Expressiones Idiomáticas:

Por si las moscas

Ratón de biblioteca

Ponerse las pilas

Tocar madera

Mugre que no mata engorda

Se levantó con el pie izquierdo

3.2.3 ACTIVITY: ANNOUNCEMENTS

3.2.3.1 Tape record brief announcements from the radio or TV in the target language (e.g., newsletter, advertisements).

3.2.3.2 Play one of the announcements for students and ask them to write individually a paraphrase of it.

3.2.3.3 Ask several students to copy their paraphrase on the board. Ask the class to select the best paraphrase and to explain why they picked it.

3.2.4. ACTIVITY: BILL AND HILLARY (Update as needed)

3.2.4.1 Ask students first to form pairs and then for one member of the pair to choose the role of Bill Clinton and the other member the role of a journalist.

3.2.4.2 Ask the journalists to interview the students who are playing the role of Bill Clinton for one minute on a particular topic and to take notes and quotes.

3.2.4.3 Ask students to switch roles.; that is ask former Bill Clintons to assume the role of journalists and the former journalists to take the role of Hillary Clinton. Students conduct interviews as in the previous frame.

3.2.4.4 Students write a newspaper article reporting the interview using their own words.

3.3 INVENTING TOPIC SENTENCES

3.3.1 ACTIVITY: SLEUTHING FOR A TOPIC SENTENCE

3.3.1.1 Select a paragraph whose meaning is ambiguous and open to a number of interpretations.

3.3.1.2 Distribute copies of the paragraph to students who are in groups of four or five.

3.3.1.3 Ask students to invent a topic sentence for the paragraph.

3.3.1.4 Discuss the topic sentences they invented with the class.

3.3.1.5 You may wish to continue this procedure with other paragraphs.

3.3.2 MATERIALS

3.3.2.1 English as a Second Language

3.3.2.1.1 Use the balloon passage on p. 28 in "Learning from the perspective of the comprehender" J. C. Alderson, & A. H. Urquhart, (1984).

3.3.2.1.2 Use the passage about Sally on p. 32 of the same volume.

SECTION 4

ACTIVITIES AND MATERIALS DESIGNED TO DEVELOP THE FOUR STRATEGIES OF THE THIRD LEVEL OF THE HIERARCHY

This section presents three exemplars of adaptations of Palincsar and Brown's Reciprocal Teaching to second and/or foreign language environments that we tried out.

4.1 ADAPTATION #1: RECIPROCAL TEACHING IN THREE INTERMEDIATE SPANISH CLASSES

In consultation with the authors, Leslie, a high school Spanish teacher in an inner city high school in Buffalo, New York, developed and used the following activities and materials with her three high intermediate Spanish classes. She was following check-point B in the New York state syllabus and preparing students for the Regents Exam in her three classes in which enrollments were 29, 27, and 25 students.

Before implementing the seven-day sequence, Leslie: (1) explained the method of Reciprocal Teaching; (2) distributed handouts describing the teacher and student roles; (3) provided handouts explaining in Spanish the four strategies of Reciprocal Teaching and giving students hints on how to construct them; and (4) pre-taught the strategy of clarifying and had students use it often in class. (For materials see Appendix 5.2.1)

The overall objective for this segment is to construct the four strategies for a text in the framework of Reciprocal Teaching. The teaching sequence consisted of the following seven forty-minute class periods:

4.1.1 Day 1

4.1.1.1 MATERIALS: Text: "El fútbol en Los Estados Unidos" (Levy-Konesky, & Daggett,1989, p. 244)

4.1.1.2 ACTIVITIES

4.1.1.2.1 Distribute copies of the reading to students who are in their usual seats (eight rows of seven seats facing the teacher and the blackboard).

4.1.1.2.2 Activate students' background knowledge by asking them to predict what the reading will be about based upon the title and the picture.

4.1.1.2.3 Take the teacher role for the first paragraph; ask students to collaborate in constructing the elements for the second paragraph, and designate students to take the teacher role for the third and fourth paragraphs.

4.1.1.2.4 Ask students to write out the strategies for the fifth paragraph for homework and to make a copy of their work to turn in the following day.

4.1.2 Day 2:

4.1.2.1 MATERIALS: Text: "10 consejos para el viajero a los Estados Unidos" (Levy-Konesky, & Daggett, 1989, p. 244)

4.1.2.2 ACTIVITIES:

4.1.2.2.1 Collect a copy of the previous day's homework.

4.1.2.2.2 Divide the class in half and arrange students into an inner and outer circle (13-14 students in each group). Dividing the class produces groups whose size is more suitable for Reciprocal Teaching. Students in the inner circle constitute the Reciprocal Teaching group; students in the outer circle mentally develop the four strategies and jot them down if they find it helpful. (The two groups alternate in successive lessons).

4.1.2.2.3 Implement Reciprocal Teaching with students in the inner circle: Activate students' background knowledge, model the strategies for the first paragraph, designate a leader for the second paragraph, continue turn-taking for several paragraphs, assign several paragraphs for homework.

4.1.3 Day 3:

4.1.3 1 MATERIALS: Text: "Visitando la Madre Patria" (Levy-Konesky, & Daggett, 1989, p. 362)

4.1.3.2 ACTIVITIES:

4.1.3.2.1 Ask students who were in the outer group in the previous day's lesson to constitute the inner group and those who were in the inner group to constitute the outer group.

4.1.3.2.2 Implement Reciprocal Teaching with the inner group following the same procedure as on the previous day.

4.1.4 Day 4:

4.1.4.1 MATERIALS: Texts: "¡U2 está qué quema!" and "David Lee Roth" (Levy-Konesky, & Daggett, 1989, p. 360)

4.1.4.2 ACTIVITIES:

4.1.4.2.1 Divide the class into two groups and distribute a different article to students in each group. Number the articles so that half of the students have article #1 and the other half have #2. (Students in these groups are different from those in the inner and outer groups.)

4.1.4.2.2 Ask students to work individually and to write down the strategies for the paragraphs of the article they were assigned, to make a copy of their work and to hand in the copy.

4.1.4.2.3 Divide students who have the same article into groups of four students. From the individually constructed written work, ask each group to select the best question(s), prediction(s), and summary(ies) for each paragraph and ask each member of the group to make a copy of the selected products.

4.1.5 Day 5

4.1.5.1 MATERIALS: The same texts as the previous day.

4.1.5.2 ACTIVITIES:

4.1.5.2.1 Form dyads of students who were assigned different articles. Pair students who have article #1 with students who have article #2.

4.1.5.2.2 Ask students to take the teacher role for the article they were assigned and the student role for the other article.

Leslie used criteria provided by Palincsar and Brown (1984) to compare students' first and last written assignments. These criteria included progressions from: **(1)** a summary based upon details in a text and using exact phrasing of a text to a summary that captures the gist of a passage and is stated in the students' own words; and **(2)** a main idea question consisting of a verbatim detail or a question that is unclear or incomplete to a main idea question that combines information in several sentences, is brief and is formulated in the students' own words.

Leslie found that all students except two made noticeable improvement. Students' summaries and questions were not verbatim or based on a detail; on the contrary, they were worded differently from the original text and expressed the gist of the passage. In her evaluation, five

students had made a superior improvement, 24 students very good improvement, and 29 students good improvement.

At the end of the teaching sequence, students were asked to give feedback. Following are several of their most frequent comments: **(1)** They liked the variety of grouping arrangements, from whole class to groups of 14-15 students to groups of four-five students to dyads; **(2)** They liked taking the role of the teacher; **(3)** They felt their reading ability had improved; and **(4)** They were surprised at how much their ability to form summaries and main idea questions had improved.

4.2 ADAPTATION #2: A PULL-OUT REMEDIAL ESL CLASS

Two of the authors, Carol Hosenfeld and Isabel Cavour, designed activities and materials and used them with five adult ESL students enrolled at Erie Community College in Buffalo, New York who were designated by their teachers as having difficulty reading.

The authors formed a pull-out remedial class consisting of the five students and implemented a five-day sequence with them consisting of five forty-five minute periods, videotaping each class for later analyses.

4.2.1 Day 1

4.2.1.1 Distribute a handout containing a definition of Reciprocal Teaching and hints on formulating the four elements. (For an example in Spanish, see Appendix 5.2)

4.2.1.2 Implement Reciprocal Teaching by modeling the elements for the first paragraph and designating a student to take the teacher role for the second paragraph.

4.2.1.3 For homework, ask students to study the handout and to develop the elements for the remaining four paragraphs of the text.

4.2.1.4 From a videotape of the first day's class, write a brief description of each student's performance during the dialogue.

4.2.1.5 Make appropriate revisions in your lesson plan for the second day of instruction by asking questions including **(1)** Is the level of the reading appropriate for the group? **(2)** Is the pacing of the activities appropriate? **(3)** What adaptations of the Reciprocal Teaching approach seem needed? For example, a longer/different pre-reading activity? A vocabulary activity?

4.2.2 DAY 2

4.2.2.1 Review the handout on Reciprocal Teaching.

4.2.2.2 Review students' homework.

4.2.2.3 Implement Reciprocal Teaching with a reading by modeling the strategies for the first paragraph, designating a student to take the teacher role for the next paragraph, etc.

4.2.2.4 Analyze the videotape of the second day's performance. Write a brief description of students' performance, compare their performance to that of the first day and based upon your assessment, make any changes to the next day's lesson that seem needed.

4.2.2.5 Continue this process for the remaining days in which you use the technique.

4.2.3 Some teachers may wish to begin the approach by asking students to read the entire paragraph silently. Then to summarize and formulate the main idea question based upon the full text. This step would precede step 4.2.1.1.

4.3 ADAPTATION # 3: TRAINING TEACHERS TO USE RECIPROCAL

TEACHING WITH THEIR STUDENTS

4.3.1 DAY 1

4.3.1.1 Distribute a copy of a reading (e.g. "Decline of Neatness") to all graduate students in an Ed. M. class.

4.3.1.2 Select four or five members to form an inner circle and to play the role of students in a demonstration of Reciprocal Teaching. Ask remaining members to form an outer circle and to observe the demonstration.

4.3.1.3 Sit in the inner circle and implement Reciprocal Teaching.

4.3.1.4 Ask those students who are in the outer circle to form an inner circle and vice-versa.

4.3.1.5 Designate half of the class as group # 1 and the the other half as group # 2. Distribute one article to members of group 1 (e.g. "Education: Doing Bad and Feeling Good,") and another article to members of group 2 (e.g. Is There a Laser in the House?). For homework, ask students to develop the four elements for five paragraphs of the article they were assigned.

4.3.2 DAY 2

4.3.2.1 Divide members who have the same reading into groups of three or four. Ask members in each group to compare the elements they constructed for homework and to select the one or two best elements (e.g. the best summaries and main idea questions) and to write them down.

4.3.2.2 Form dyads of members of the entire group, pairing members who have different articles (e.g. a member who has "Education: Doing Bad and Feeling Good" is paired with a member who has "Is There a Laser in the House?" In dyads, ask members to

alternate teacher and student roles; playing the teacher role for the article for which they developed the four elements and the student role for the article they have not read.

4.4 DEVELOPING THE SKILLS INDIVIDUALLY

4.4.1 RATIONALE

Although our position is that developing the four skills individually is not the best way to proceed, we envision occasions when it would be useful. For example, (**1**) for students who are having difficulty keeping up with the group; and (**2**) for students who although they may have already mastered the skills, wish to practice them individually to maintain their skill.

4.4.2 SUMMARIZING

4.4.2.1 ACTIVITY: IDENTIFYING A GOOD SUMMARY OF A PASSAGE

4.4.2.1.1 Prepare a handout with a definition of a summary and a handout with two reading passages followed by three summaries. One summary is a good summary; one summary is stated in the exact words of the paragraph; and one summary is based upon a detail in the paragraph.

4.4.2.1.2 Distribute the two handouts. Ask students to evaluate the three summaries, to select the best one, and to give reasons for their selection.

4.4.3 ASKING A MAIN IDEA QUESTION

4.4.3.1 Teach or review question words students need in asking main idea questions.

4.4.3.2 Project on an overhead several test questions from an exam they are familiar with (and at some point must take, e.g., TOEFL) and show them the type of questions that this exam uses.

4.4.3.3 Show a reading passage from the same test. Ask students to construct a main idea question for the passage.

4.4.3.4 Compare their main idea question to the multiple choice questions provided in the test.

4.4.3.5 Follow the same procedure with other passages.

4.4.4 CLARIFYING

We want students to develop the habit of assessing when they know and when they do not know the meaning of something in the text they are reading or in the on-going dialogue.

4.4.5 PREDICTING

4.4.5.1 Ask students to write down something they think will happen tomorrow. Collect the paragraphs.

4.4.5.2 Toward the end of class the following day, read one of the predictions and ask students if their prediction was correct.

4.4.5.3 Randomly select several other predictions, ask students to read them, and say if the prediction was correct.

4.4.5.4 VARIATION: Have a discussion about current affairs, e.g., their favorite football team, and make predictions about what may happen and explain why they think so.

4.5 RECOMMENDATIONS AND LIMITATIONS

We are not proposing Reciprocal Teaching as an overall approach to teaching reading comprehension. We view this technique as only one teaching method that many different teachers can incorporate into their curricula to teaching second or foreign language reading.

In some classes, teachers may wish to use it chiefly for diagnostic, or remedial purposes (as we did at Erie Community College). In other beginning foreign language classes, some teachers may wish to contex-

tualize and adapt our examples to fit the specific themes they are currently working on with their students.

One of the advantages of our work is that the technique can be used with many different approaches to teaching a second language. For example, for a teacher who subscribes to Whole Language, many of the tasks may help students develop their bottom-up skills. It is up to the classroom teacher to contextualize the tasks within the current material she is working with. A teacher who subscribes to a general communicative approach can adapt the tasks to her textbook (as we did with the Levy-Konesky, & Daggett, 1989 textbook).

We offer several caveats: We hope that teachers will not implement the materials in this monograph without adapting them to their own goals, purposes, curricula and methods. That would be to misinterpret how we are suggesting teachers use the document. Also, we stress that the tasks are simply exemplars to be modified and embedded into their on-going, existing curricula.

Finally, we hope that teachers will see how the premises and beliefs that underlie the materials and techniques described in this monograph differ from those of many techniques currently used in second language classrooms and will incorporate these premises also--whenever they are appropriate--into their on-going curricula.

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SECTION 5: APPENDICES

5.1 PROGRESSION OF STUDENT AND TEACHER BEHAVIORS

Stage	Day	STUDENT'S BEHAVIOR	TEACHER'S RESPONSE
1	1	Unable to construct a summary or a main idea question	Models a summary and a main idea question
2	2-3	**Main idea question**	**Main idea question**
		a. Produces a question based on a detail of the paragraph b. Formulates unclear or incomplete questions c. Is still unable to formulate a good question	a. Directs the student back to the gist of the paragraph b. Uses what the student provided to formulate a better question c. Gives student hints on how to construct a good question
		Summary	**Summary**
	6	a. Produces a summary consisting of verbatim phrases from the text b. May be still unable to produce a summary	a. Prompts student to identify the gist of the paragraph by asking: 1. What's the focus of the paragraph? 2. Is that the most important information in the paragraph? b. Models a summary
3	7-8	a. Combines information in several sentences, but still focus upon details b. Produces some good summaries and some that need improvement	a. Directs student to the focus of the paragraph b. Gives suggestions on how to improve the summaries
		Some students will take on the teacher's role and produce invention questions	Gives constructive feedback

5.2 MATERIALS FOR ADAPTATION #1

5.2.1.Handout of Instructions in Spanish in how to perform the four strategies

ENSEÑANZA RECIPROCA

A. Como hacer preguntas acerca de la idea principal de un párrafo

1. Detecte la idea esencial. Lo más importante en el párrafo
2. Ignore los detalles
3. Haga una pregunta que usted crea que un profesor le haría en un examen

B. Como resumir un párrafo

1. Extracte la idea principal
   a. Dígala en sus propias palabras
   b. Sea breve (conciso)
2. Consejos para un buen resumen
   a. Omita:
      i) Los detalles
      ii) Las repeticiones (redundancias)
   b. Sustituya:
      i) Listas de objetos de un mismo tipo por una palabra general. Ej. Sustituya mesa, sofá, sillas por muebles
      ii) Los pasos de una acción, por la acción general. Ej. Use: María viajó a Los Angeles, en vez de María salió de la casa, tomó un taxi al aeropuerto y compró un billete en 500 dólares, con destino a Los Angeles en el vuelo de las siete y treinta via U.S. Air
   c. Encuentre la oración que contenga el tópico principal del párrafo. Si no es obvia; invéntesela. Si esta implícita, hágala explícita

3. Como predecir el contenido futuro de la lectura

   a. Basado en la información del párrafo que acaba de leer, trate de adivinar de lo que el próximo párrafo tratará.

4. Pregunte lo que sea, en el momento que sea; si es que usted necesitara aclarar alguna duda acerca del contenido del párrafo ó el significado de alguna palabra o expresión.

5.2.2 ARTICLES AND ELEMENTS FOR HIGHER INTERMEDIATE A SPANISH HIGH SCHOOL CLASS

5.2.2.1 El fútbol en los Estados Unidos. Konesky, L. & Daggett, K. (1989, p. 239).

Párrafo #1
Pregunta: ¿Qué es lo que esta pasando en el fútbol americano actualmente?
Resumen: El fútbol, el deporte más popular en otros países del mundo, esta ganando fama en los EEUU.
Párrafo #2
Pregunta: ¿Cuándo se jugó fútbol por primera vez? ¿Cómo se juega fútbol?
Resumen: Alrededor del 1850 se empezó a jugar fútbol en Gran Bretaña.
Párrafo #3
Pregunta: ¿Por qué se compara el fútbol con los juegos olímpicos?
Resumen: Manejando la pelota casi exclusivamente con los pies once jugadores tratan de meter goles.
Párrafo#4
Pregunta: ¿Que pasará en Los Angeles a causa de la creciente popularidad del fútbol?
Resumen: Anunciaron que un campeonato internacional de fútbol se llevará a cabo en Los Angeles.
Párrafo #5
Pregunta: ¿Qué notarán los americanos acerca del fútbol?
Resumen: Los mejores jugadores ganan mucho dinero y fama.

5.2.2.2 Consejos para el viajero a los EEUU. Konesky, L. & Daggett, K. (1989, p. 244).

Párrafo #1
Pregunta: ¿Qué nos ofrece Armando Salgado?

Resumen: Algunos consejos para turistas que vienen a los Estados Unidos.

Párrafo #2

Pregunta: ¿Cómo es el agua en America?

Resumen: Se puede beber agua sin nigún riesgo en los EEUU.

Párrafo #3

Pregunta: ¿Por qué es necesario tener cambio cuando se toman autobuses?

Resumen: Es necesario tener la tárifa exacta para tomar buses porque los choferes no tienen cambio.

Párrafo #4

Pregunta: ¿Se consigue comida picante en los Estados Unidos?

Resumen: Puede conseguir ají y comida picante en los EEUU, sin embargo no todos los restaurantes la ofrecen.

Párrafo #5

Pregunta: ¿Qué reglas de tráfico necesitas saber?

Resumen: Es muy importante poner atención a las señales de tráfico y a la gente cuando se conduce un coche.

Párrafo #6

Pregunta: ¿Se puede devolver mercadería?

Resumen: Las tiendas americanas aceptan devoluciones de mercadería con mucha facilidad.

5.2.2.3 Visitando la Madre Patria. Konesky, L. & Daggett, K. (1989, p. 362).

Párrafo #1

Pregunta: ¿Que industria es importante en España? ¿Por qué?

Resumen: Por tener España ciudades bonitas, el turismo es muy importante.

Párrafo #2

Pregunta: ¿Por qué se debe llevar cantimplora?

Resumen: Debido a la escasez de agua por los caminos el viajero debe llevar una cantimplora con agua.

Párrafo #3

Pregunta: ¿Cómo se puede uno comunicar mejor en España?

Resumen: Hay libros que dan consejos como comunicarse mejor en español

Párrafo #4

Pregunta: ¿Qué pasa en la Avenida Las Ramblas en Barcelona?

Resumen: En la avenida Las Ramblas la gente habla de política en catalán o en español.

Párrafo #5

Pregunta: ¿Por qué es fácil engordar en España?

Resumen: Es muy fácil engordar en España porque los restaurantes sirven platillos deliciosos

5.2.2.4 U2 esta que quema. Konesky, L. & Daggett, K. (1989, p. 360).

Párrafo #1
Pregunta: ¿Cómo acepta la juventud hispana al conjunto musical U2?
Resumen: U2, un conjunto musical inglés, es muy popular en el mundo hispano.
Párrafo #2
Pregunta: ¿Qué nos ofrece esta revista?
Resumen: Hay una foto de este gran grupo en esta revista.

5.2.2.5 David Lee Roth Konesky, L. & Daggett, K. (1989, p.360).

Párrafo #1
Pregunta: ¿Por qué pocos conjuntos rock visitan Latino América?
Resumen: No hay mucho dinero en Latino América para pagar a los conjuntos musicales de música rock.
Párrafo #2
Pregunta: ¿Qué pasó en México?
Resumen: En México, David se presentó en televisión y grabó un albúm con temas en español.

5.3. MATERIALS FOR APAPTATION #2

5.3.1 Intermediate Group of ESL students at a Community College.

5.3.1.1 Better left unsaid Walter, C. (1986, pp. 66-67).

Paragraph #1.
Question: What has been the consequence of people's habit of always telling the truth?
Summary: Always telling the truth has often caused more unhappiness than happiness.
Prediction: The author will give examples of how telling the truth has caused unhappiness.
Clarification: Overzealous, letting it all hang out.
Paragraph #2.
Question: What is good practice in communication?
Summary: In communicating, we need to keep a balance between disclosure and concealment.
Clarification: frailty, acknowledging, pursuing.
Paragraph #3.
Question: What secrets from their past did the mother and son tell each other?
Summary: Mother and son hurt each other for excessive disclosure.

Clarification: Marathon, defenses.

Paragraph #4.

Question: What was the problem with the truths they had revealed to each other?

What happened to the relationship between the mother and son?

Summary: The result of telling too much truth is that now they distrust each other.

Clarification: Haunted

Paragraph #5.

Question: Why is honesty not always the best policy?

Summary: Disclosures may improve or damage relationships.

Clarification: Irreparably, panacea.

Paragraph #6.

Question: What should one do before "being honest" with someone?

Summary: Think before you speak.

5.3.1.2 Focus on the Effort, Not the Outcome. (Freeman, 1990, p. 87)

Paragraph #1

Question: What has Richie achieved at the age of fourteen?

What invitation was made to Richie?

Summary: After studying the clarinet for only five years, Richie was asked to perform with the New York Philharmonic.

Clarification: To try out for.

Paragraph #2.

Question: How well did Richie compete with his peers?

Summary: Richie was one of nine finalists selected for the Lincoln Center solos.

Clarification: Audition

Paragraph #3.

Question: What emotional state can an audition induce? Why could Richie perform well?

Summary: Richie performed well at the audition because he was relaxed.

Paragraph #4.

Question: What did Richie concentrate on while playing?

What are some things Richie did not concentrate on as he played?

Summary: He made music without thinking about the people around him.

Paragraph #5.

Question: How did Richie become a winner?

Summary: His focus was to play well not to win.

Paragraph #6.

Question: What is an essential thing in life?

What should be done in life?

Summary: It is more important to participate than to win.

Paragraph #7

Question: Is Coubertin's message naive or realistic?
What has research demonstrated about achievers?

Summary: Research has shown that winners heed their performance rather than the goal.

Paragraph #8.

Question: What is a distinguishing characteristic of high achievers?

Summary: The study of achievers revealed that they concentrate on what they are doing.

Paragraph #9.

Question: What are high achievers mostly interested in?

Summary: Winners are more interested in their personal development than in winning.

Paragraphs #10 and #11

Question: What is one of the most surprising things about top performers?
How do top performers view losing?

Summary: Top performers learn from their mistakes.

Paragraph #12.

Question: What is the worst thing you can do when you fail?

Summary: The worst response to failure is to give up and become depressed.

Paragraph #13.

Question: What should you do when you fail?

Summary: Writing down everything you did, giving yourself credit for the good things you did is a good approach to failure.

Paragraph #14.

Question: How could parents teach their children the importance of trying?

Summary: Teaching children the difference between chance and skill creates realistic expectations.

Paragraph #15.

Question: What will concentrating on the game instead of the outcome of the game achieve?

Summary: Parents should emphasize paying attention to the game.

Paragraph #16

Question: Why can winning be disappointing?
What negative consequences can follow from a focus upon winning?

Summary: Focusing too much on winning can lead to disappointment.
Expectation of winning can lead to disappointment.

5.3.1.3. Lions at Work and Play. (Walter, C., 1988, p. 27)

Paragraph #1.
Question: How do lions show their opportunistic natures?
Summary: Lions take advantage of other animals. Lions show their opportunistic nature by taking away the kill of other animals.
Clarification: ".it is off and away"
Paragraph #2.
Question: Why does the lion let the lioness take charge of the slaughter?
Summary: Although the lionesses do the work, the lions get the best part of the kill.
Clarification: slaughter, haystacks
Paragraph #3.
Question: What time of day do lions make their kill?
Summary: Lions hunt better by night than by day. Lions make many attempts by day but most actual kills are made by night or just before dawn.
Paragraph #4.
Question: What is it like to lie in wait for lions to charge?
Summary: Taking good lions' pictures is both exciting and exhausting.
Clarification: ambush, flatten, haunches, bunch up, charge, sun's glare, prey, crouching, exhilaration.
Paragraph #5
Question: What is the importance of the kill?
Summary: The kill is the highpoint of the day.
Paragraph #6.
Question: How do lions express their social nature.
Summary: Physical contact is important for lions.
Lions express their social nature by making contact with each other in many ways.

5.3.1.4 Chronic lateness: Learning to leave it behind. (Walter, C., 1988, p. 35)

Paragraph #1.
Question: What do these three people have in common?
Who can disrupt your life?
Summary: People who arrive late disrupt your life.
Paragraph #2
Question: What is lateness for unpunctual people?
What is lateness for people who arrive late?
Summary: Some people are in the habit of always arriving late.

Paragraph #3.
Question: What has chronic lateness caused in people's lives?
Summary: Loss of jobs and friends can result from chronic lateness.
Paragraph #4.
Question: How can chronic lateness be an avoidance behavior?
Summary: Research has shown that lateness is a form of escape.
Being late may reflect one's desire to be elsewhere.
Paragraph #5.
Question: What are some other more complicated reasons for chronic lateness?
Summary: Sadism and masochism are more complex causes for lateness.
Lateness may reflect a desire to punish oneself or others.
Paragraph #6.
Question: How does the author explain that lateness can be a learned behavior?
What are other causes for lateness?
What are other explanations the author gives for lateness?
Summary: Arriving late is not only caused by psychological states, but also by learned behaviors.
Paragraph #7.
Question: What should people who arrive on time do?
What should punctual people do to latecomers?
Summary: Early comers should be less tolerant with late comers.
Although being on time can be compulsive, it is better than being late.

5.4 MATERIALS FOR APAPTATION #3

5.4.1 ARTICLES AND ELEMENTS FOR TEXTS FOR AN ADVANCED GROUP OF ESL TEACHERS

5.4.1.1 Cousins, N. (1990). The decline of neatness. Time, April 2, 78.

Paragraph #1
Question: Why is "the unkempt generation" a good label for our time?
Why should this generation be labeled sloppy?
Summary: The unkempt generation is an appropriate label for our time because people are trying so hard to look sloppy.
Everyone is trying hard to look sloppy.
Prediction: The authors will say why they think this is happening.
Paragraph #2
Question: How do manufacturers capitalize on people's need to look unkempt?

What kind of blue jeans is a symbol of the times?
Summary: Since it is fashionable to wear torn, discolored, and frayed jeans, manufacturers compete to produce the oldest looking jeans.

Paragraph #3
Question: Why does clothing show a loss of freedom?
How does clothing reflect conformity rather than comfort?
Summary: In our attempt to be different we end up looking alike.
Prediction: The author will say In what other ways people look sloppy.

Paragraph #4.
Question: How is what is happening to our language similar to what is happening with our clothing?
What effect is the decline of neatness having on our language?
Summary: Our speech is as impoverished as our dress.

Paragraph #5.
Question: How is violence shown in language, films, and on TV?
How does violence permeate everyday life?
Summary: It seems impossible to produce a film devoid of tasteless language.

Paragraph #6.
Question: Why are people untouched by violent scenes?
Summary: Violence and brutality have become so much a part of everyday life that people are desensitized.

5.4.1.2 Krauthammer, C. (1990). Education: Doing Bad and Feeling Good. Time, February 5, 78.

Paragraph #1
Question: How did American and Korean 13-year-olds perform on an international standardized math test?
How did they feel about their performance?
Summary: While Koreans did best and Americans worst, on an international math test administered to 13-year olds in six countries, the opposite was true of their attitudes.
Although Americans got the lowest scores on an international math test, they felt they had done well.

Paragraph #2
Question: Why do students feel good about their performance?
Who is responsible for this?
How is their attitude affecting their academic performance?
What is the key to success in school according to the Governor of Maryland?
Summary: The feel-good trend is not enough to succeed in knowledge, in spite of authorities' support.

The paragraph is about how task force in Maryland is superfluous because children already feel good about themselves.

Paragraph #3

Question: What efforts have been made by national leaders who feel bad about doing bad?

Summary: The positive aspect of this situation is that national leaders have realized that something is wrong.

Some efforts are being made by Americans who feel bad about doing bad.

Paragraph #4

Question: What is the conflict between what is suggested by national educators and what is actually going on in classrooms?

Summary: There is a mismatch between what national educators suggest and what teachers are actually doing in classrooms.

Paragraph #5

Question: What does the notion of inclusion of minorities mean in the curriculum?

Summary: The principle of inclusion requires that all minorities be equally represented in all fields of knowledge.

Paragraph #6

Question: What problem will 'inclusion' pose for writing in the future? Why will it be impossible to write a book in the future?

Summary: A respected woman historian thinks that it will be impossible to write a history textbook that gives equal representation to all minorities.

Implementing the inclusion principle into the writing of textbooks is impossible.

Paragraph #7

Question: How does eurocentrism affect education programs?

Summary: Balkanization in education and book design is making the job difficult.

Time. (1989). Is There a Laser in the House? September 18, 28.

Paragraph #1

Question: Why are lasers being used more now in medicine than in the 60's and 70's?

Summary: Lasers are used more today than in the 60's and 70's because they are computer controlled and are becoming an important tool in the panoply of medicine tools.

Prediction: How could laser beams be used in dentistry?

Paragraph #2

Question: How did Terry Myers solve the problem of too much heat generated by early lasers?

What kind of laser for dentistry could get approval for sale in the U.S.?

Summary: Terry Myers solved the problem of early lasers damaging healthy tissue by using an ophthalmologist's laser that avoids heat buildup.

Terry Myers, a dentist, used an ophthalmologist's laser to vaporize cavities without heating the gums.

Paragraph #3

Question: What are the new uses and advantages of laser beams in ophthalmology?

Summary: Paragraph describes eye sculpturing, a treatment to improve near and far sightedness.

Lasers beams are not only used in ophthalmology to cure cataracts.

Prediction: What other diseases could be healed with laser beams?

Paragraph #4

Question: How do new lasers reduce recovery time in traditional operations?

What additional benefits do lasers contribute to medicine?

Summary: Laser beams save time in kidney and gallstone operations.

New lasers reduce recovery time in operations by adjusting the beams so that heat is absorbed by gall or kidney stones rather than by healthy tissue.

Paragraph #5.

Question: What is the risk in using this tool?

How do charlatans and quacks deceive patients about the use of lasers?

Summary: Some unscrupulous people cheat patients.

Charlatans and quacks misrepresent the uses of lasers to the public.

"Education: Doing Bad and Feeling Good" is paired with a teacher who developed them for "Is There a Laser in the House?" Ask teachers to alternate playing the role of teacher for their text and student for the text assigned to their partner.